

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending (2021-22) of pupil premium had within our school.

School overview

Detail	Data
School name	St Andrew's Methodist Primary School
Number of pupils in school	236 (including Nursery)
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	30.09.22
Date on which it will be reviewed	September 2023
Statement authorised by	Anne Barker
Pupil premium lead	Anne Barker
Governor lead	Geoff Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,002
Recovery premium funding allocation this academic year	£5075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,934
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,011

Part A: Pupil premium strategy plan

Statement of intent

Our school vision statement, '**Striving for excellence, together as one with God,**' clearly reflects the high aspirations we hold for **all** our children, including disadvantaged pupils. Our curriculum vision is to provide all children with a purposeful, informative curriculum that motivates pupils, makes resilient learners, and leads to 'success for all.'

St. Andrew's Methodist Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes. This document details a review of how PPG was spent in the past academic year (2021-2022) and the proposed spend of the funding September 2022 – July 2023

The disadvantaged children's fund provides funding for children;

- Who have been in receipt of free school meals (FSM) at any point in the past six years
- Who have been continuously looked after for the past six months
- Who are adopted
- Who are the children of Armed Service men and women

The strategy for this academic year, 2022-2023 was presented to the governing board on 3rd October 2022.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Rising numbers of children whose well-being and mental health is a cause for concern.
2	There is a gap in attainment and progress in reading, writing and maths between those who are eligible for PPG and those who are not.
3	Attendance and punctuality of some pupils is below the minimum target of 96%.
4	Children's speech and language skills on entry to nursery are well below age related expectations.
5	Rising numbers of children with SEND and complex needs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Promoting the positive well-being and mental health of pupils.	Reduction in number of pupils needing referral to outside agencies.
To narrow the gap in attainment and progress in reading, writing and maths.	Rise in percentage of children eligible for PPG achieving the expected level in reading, writing and mathematics.
To improve the attendance and punctuality of children to at least 96%.	All children have a minimum attendance rate of 96%.
To develop children's speech and language skills.	Children's SAL skills are at age related expectations by the end of EYFS.
To ensure all children identified with SEND make progress.	All children with SEND make at least expected progress.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new phonics scheme (Supersonic Phonics) and training for staff in EYFS and KS1	<ul style="list-style-type: none"> Y1 phonics assessments were below the national average Summer assessments show pupils' progress in reading and writing needs to be accelerated. 	2
Purchase support and 'Word Aware' training for teachers from the Speech and Language Therapy service.	<ul style="list-style-type: none"> Children's SAL skills are well below age related expectations on entry to nursery Many pupils have a limited and unadventurous vocabulary 	4
Buy into schools' library service for all pupils.	<ul style="list-style-type: none"> Children's reading ages had dipped following the lockdown. 	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£ 68,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support in all key stages	<ul style="list-style-type: none"> Rising number of children with complex needs Number of pupils identified with SEND is above national average 	2
Purchase additional hours from Educational Psychologist	<ul style="list-style-type: none"> Rising number of pupils with EHCPs New pupils with complex needs to be assessed for EHCPs 	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

£ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ school family support worker 5 days per week.	<ul style="list-style-type: none"> Area of high deprivation Levels of attendance Number of CP referrals 	1 3
Purchase additional EWO support (1 day per fortnight)	<ul style="list-style-type: none"> Levels of attendance 	1 3
Rainbow room developed for nurture, well being and Place2Be mental health practitioner (2 days pw)	<ul style="list-style-type: none"> Rising number of children with complex needs Rising number of children needing support with emotional well-being 	1 5
Access external support for bereaved children from the Gaddam Centre and Once Upon a Smile	<ul style="list-style-type: none"> Negative impact of family bereavement on children's mental health and well-being 	1
Purchase half-termly supervision for family support worker and Headteacher from locality team	<ul style="list-style-type: none"> Advice and supervision needed around safeguarding work 	1
HT Headspace Group	<ul style="list-style-type: none"> Support for headteacher with leadership matters arising 	

Subsidised swimming lessons	<ul style="list-style-type: none"> Families may struggle with cost of lessons 	1
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Total budgeted cost: 143,00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

NATIONAL TESTING RESUMED FOLLOWING THE COVID19 PANDEMIC. PUPILS WERE STILL DISADVANTAGED FROM MISSING TEACHING AND LEARNING DUE TO COVID RELATED ABSENCE OF PUPILS AND STAFF IN 2021-22. ALL INFORMATION BELOW THEREFORE IS BASED ON ASSESSMENTS DONE IN SUMMER 2022 AFTER ANOTHER YEAR OF DISRUPTION.

EYFS

Nursery

38% of disadvantaged children were working at the expected level in reading
50% of disadvantaged children were working at the expected level in writing
38% of disadvantaged children were working at the expected level in maths

Reception

50% of disadvantaged children achieved a good level of development (GLD)

63% of disadvantaged children achieved the expected level in reading
50% of disadvantaged children achieved the expected level in writing
75% of disadvantaged children achieved the expected level in number

KS1

Year 1

56% of disadvantaged children reached the expected level in the Y1 phonics check
56% of disadvantaged children were working at the expected level in reading
67% of disadvantaged children were working at the expected level in writing
56% of disadvantaged children were working at the expected level in mathematics

Year 2

57% of disadvantaged children were working at the expected level in reading
14% of disadvantaged children were working at **greater depth** standard in reading
57% of disadvantaged children were working at the expected level in writing
14% of disadvantaged children were working at **greater depth** standard in writing
71% of disadvantaged children were working at the expected level in mathematics
14% of disadvantaged children were working at **greater depth** standard in mathematics

57% of disadvantaged children were working at the expected level in reading, writing and mathematics combined.

14% of disadvantaged children were working at greater depth within the expected standard in reading, writing and mathematics combined.

Year 3

58% of disadvantaged children were working at the expected level in reading
42% of disadvantaged children were working at the expected level in writing
58% of disadvantaged children were working at the expected level in maths

Year 4

60% of disadvantaged children were working at the expected level in reading
40% of disadvantaged children were working at the expected level in writing
50% of disadvantaged children were working at the expected level in maths

Year 5

73% of disadvantaged children were working at the expected level in reading
73% of disadvantaged children were working at the expected level in writing
67% of disadvantaged children were working at the expected level in maths

Year 6 SATs results (before final checking data amended)

***All these results are well above national and local authority averages**

90% of disadvantaged children achieved the expected standard in reading

50% of disadvantaged children achieved a high score in reading

90% of disadvantaged children achieved the expected standard in GPS

57% of disadvantaged children achieved a high score in GPS

80% of disadvantaged children achieved the expected standard in writing

40% of disadvantaged children were working at greater depth in writing

90% of disadvantaged children achieved the expected standard in mathematics

30% of disadvantaged children achieved a high score in mathematics

80% of disadvantaged children were working at the expected level in reading, writing and mathematics combined.

20% of disadvantaged children achieved a high score in reading, writing and mathematics combined.

Pupil Premium Plus funding is available for children who have been Looked After by the Local Authority. In 2021-2022 school had 2 children in this category.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	TT Rockstars
Supersonic Phonic Friends	Anna Lucas

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

NA
